Information Flow

Process

FIGURE 1 Diagram of the System

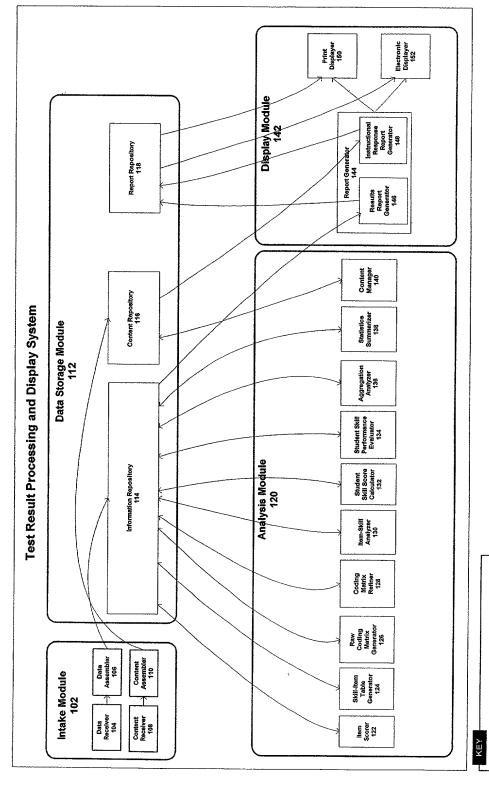


FIGURE 2 Technical Components of the System

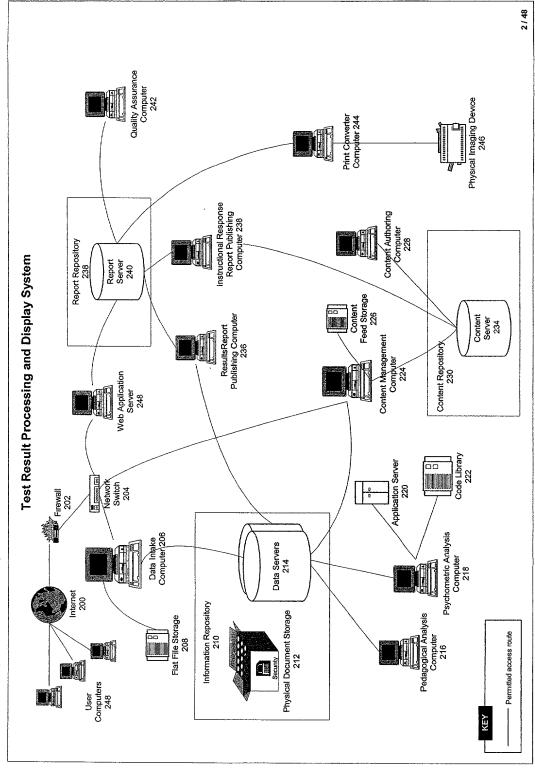


FIGURE 3
Flowchart of the System



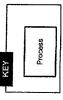


FIGURE 4
Diagram of the Operation Components of the Intake Module

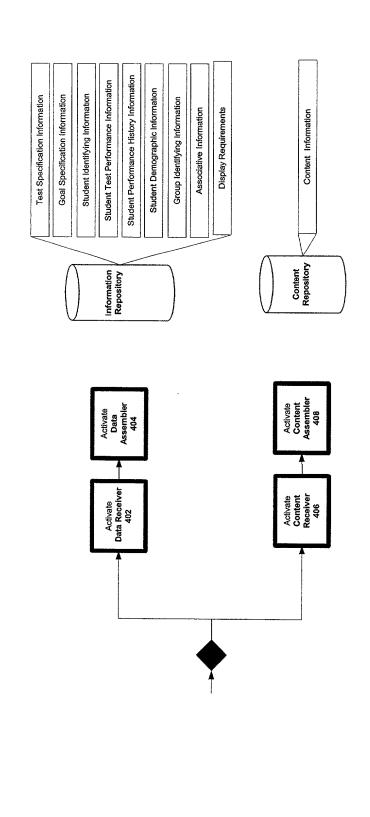




FIGURE 5

Diagram of the Data Storage Module

	Information Repository 502		Content Repository 504
Externally Provided Information	Information Generated by Analysis Module	y Analysis Module	Subject overviews 566
Test Specification Information 508	Item Scores for each Student* 526	Student Skill Scores* 548	OOO GIONELLED GIRO
Goal Specification Information 510	Skill Sets* 528	Obtained Skill Scores for each Skill* 550	Classroom activities for teaching Skills 570
Student Identifying Information 512	Skill Organizations* 530	Student Evaluation Statements by Skill 552	2/C Silling Solling Solling 3/C
Student Test Performance Information 514	Skill-Item Tables* 532	Group Skill Scores 554	476 SILINO III SKIIIS SI 14
Student Performance History Information 516	Items Assessing a Skill* 534	Group Evaluation Statements by Skill 556	etc.
Student Demographic Information 518	Skill-Specific Item Scores for each Student* 536	Pedagogical Constraints 558	
User Information 519	Item Score Arrays for each Student* 538	Summary Statistics 562	
Group Identifying Information 520	Fall-off Ratios* 540		Report Repository 506
Associative Information 522	Raw Coding Matrices* 542		
Display Requirements 524	Refined Coding Matrices* 544		Results Reports 576
	Quality Rating Information for Refined		Instructional Response Reports 578
	Coung Matrices 346		Print Templates 580
	* = If required		Electronic Templates 582
			Electronic Document Structures for Results Reports 584 Electronic Document Structures for Instructional Response Reports 586

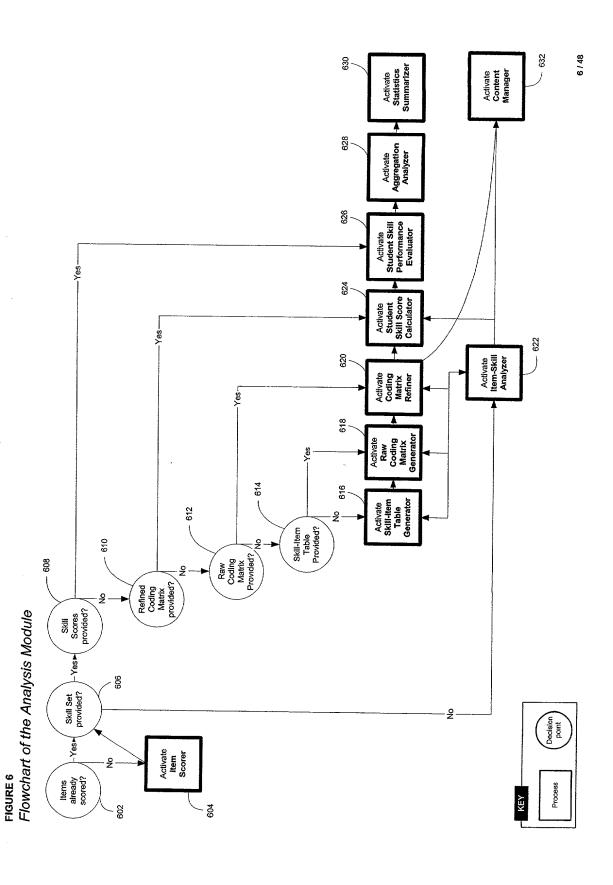
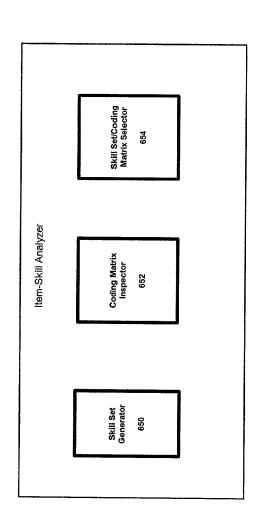


Figure 6A Block Diagram of Item-Skill Analyzer





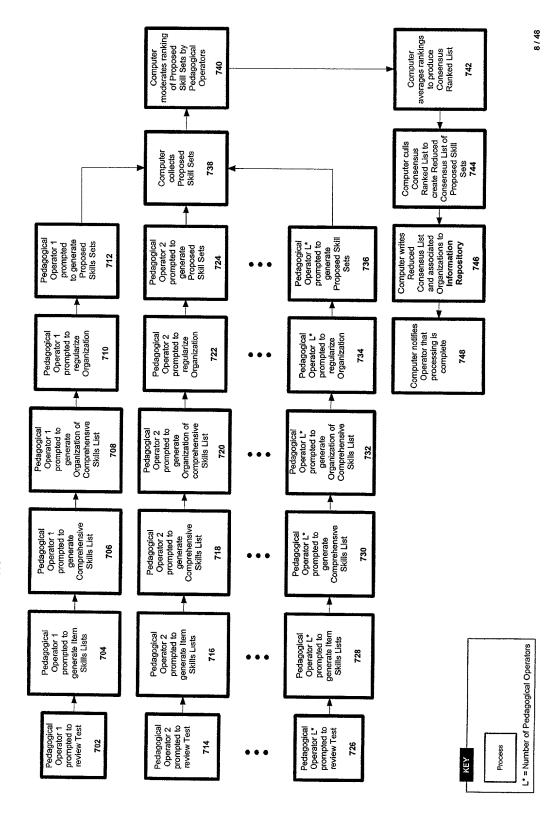
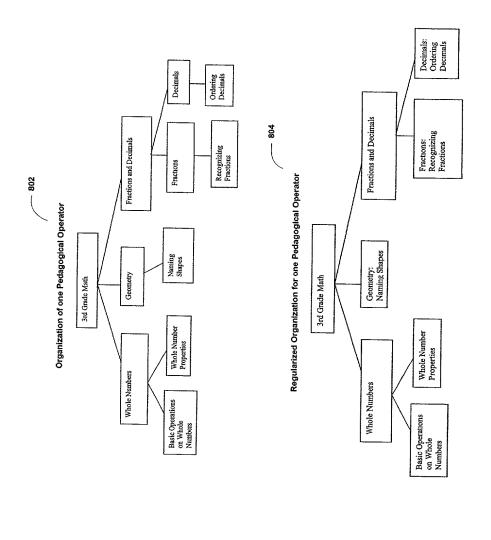


FIGURE 8

Diagram of Skill Organizations



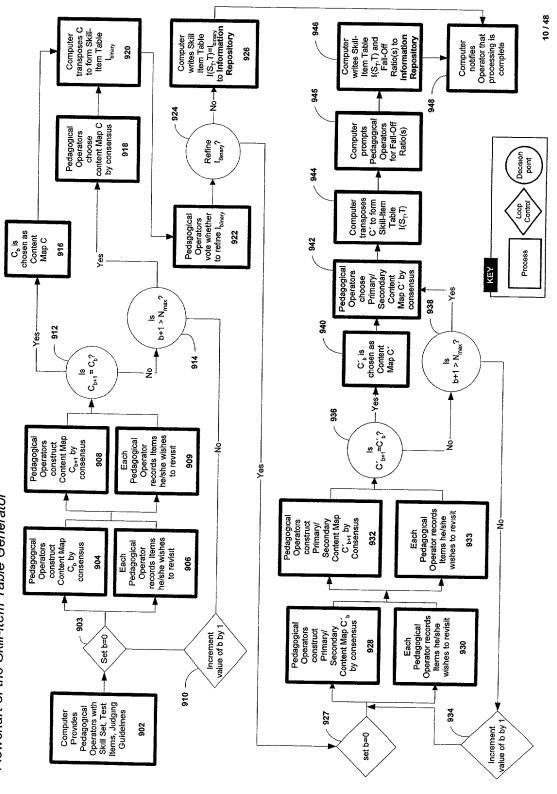


FIGURE 9
Flowchart of the Skill-Item Table Generator

FIGURE 10 Flowchart of the Item-Skill Analyzer

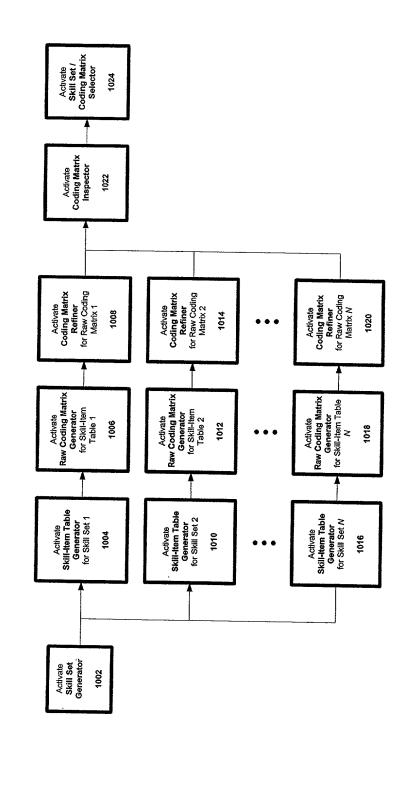




FIGURE 10A
Flowchart of the Student Skill Score Calculator

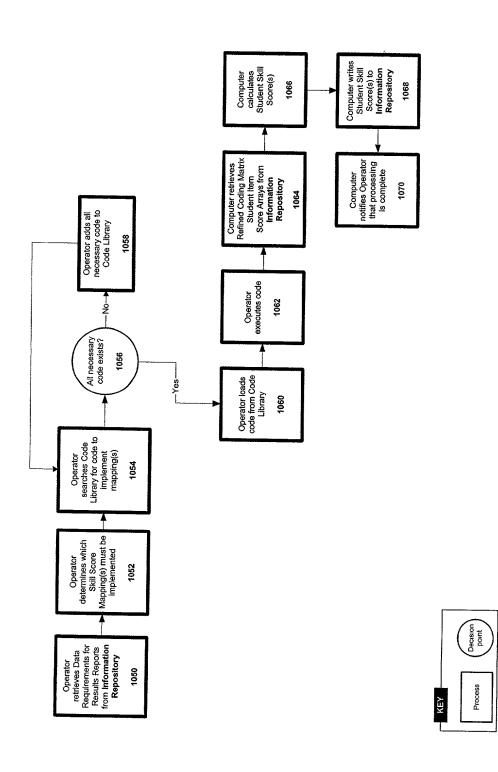


FIGURE 11
Flowchart of the Student Skill Performance Evaluator

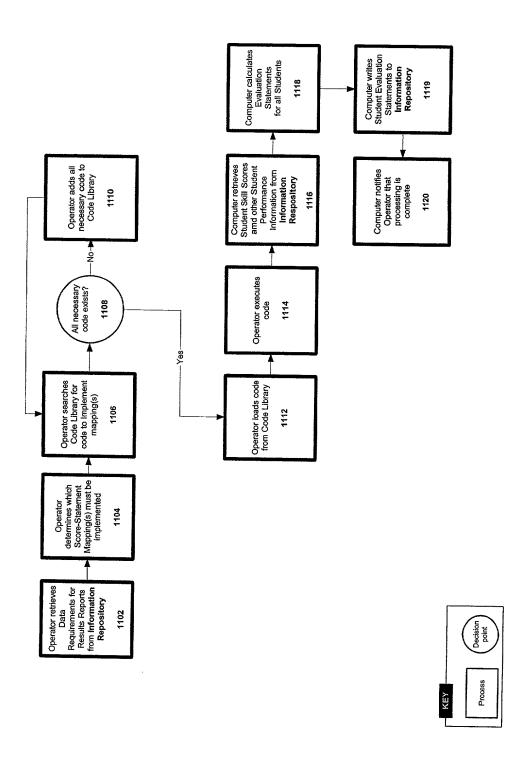
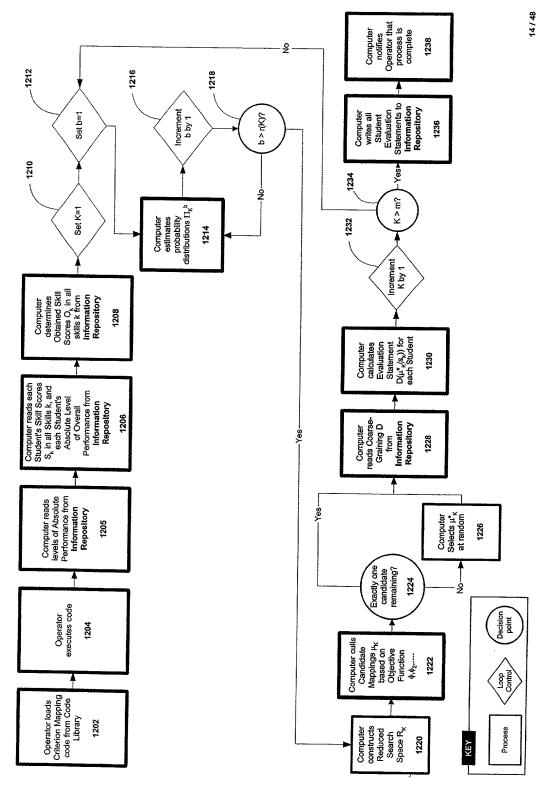


FIGURE 12 Flowchart of Criterion Mapping Execution



. At goods goods orang goods g

Flowchart of a Room to GrowTM Prioritization

FIGURE 12A

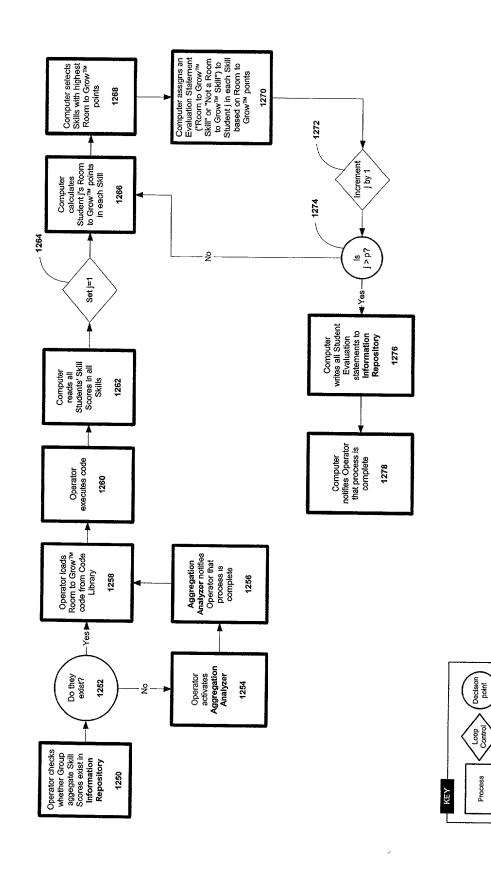
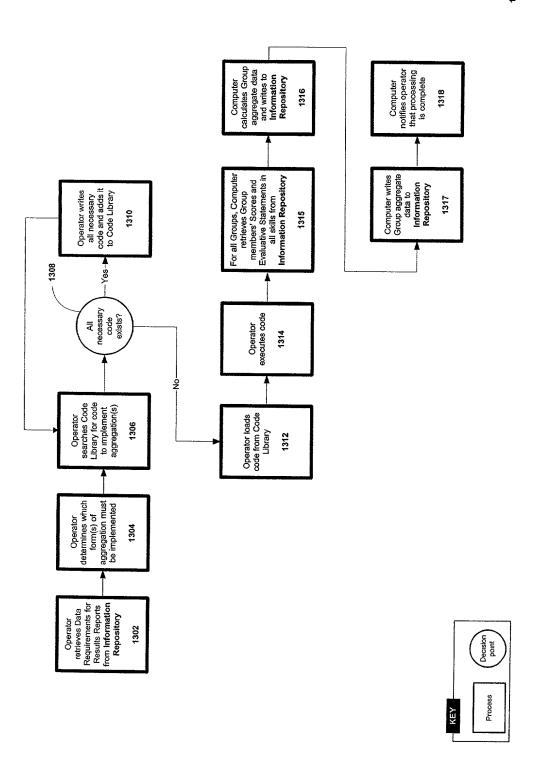
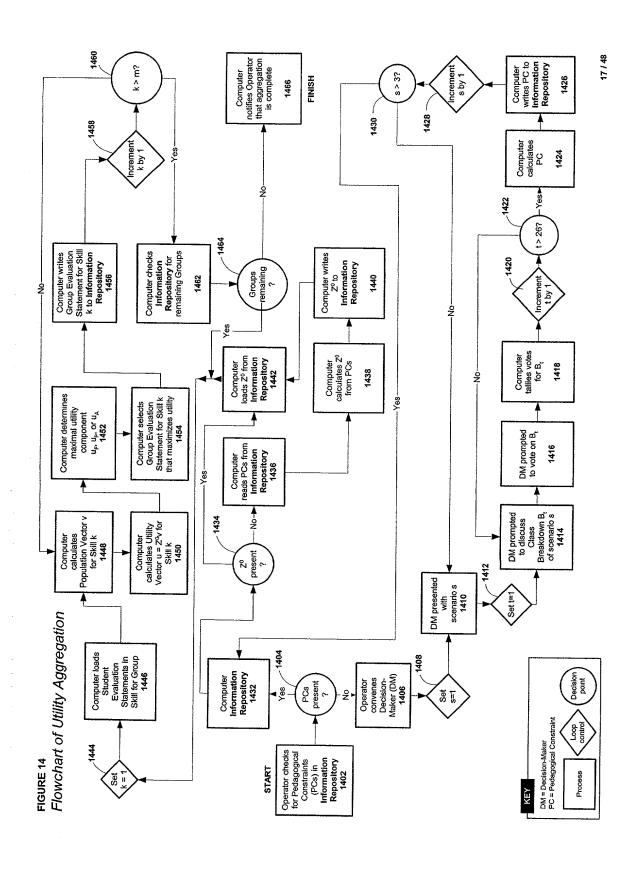


FIGURE 13 Flowchart of the Aggregation Analyzer





of any anny may may may may the man and a most of a most

FIGURE 14A Class Breakdowns for First Scenario

9	ď
$\mathbf{B}_{2\delta}$	Di sa
	44
	rd
\mathbf{B}_{25}	Ω, બાલા લાલા લાલા લાલા લાલા લાલા લાલા લાલ
	44 👊
:	:
	a
\mathbf{B}_4	Ω, ed ed ed
	पा न्या न्या न्या न्या न्या न्या न्या न्य
	ď
$\tilde{\mathbf{B}}$	Ω ₄ •41 •41
	ધ ના
	rd
\mathbf{B}_2	Ω •■
	प्रां व्या व्या व्या व्या व्या व्या व्या व्या
	d
$\overset{\mathbf{B}}{\mathbf{D}_{1}}$	Д
	44 - 48 - 48 - 48 - 48 - 48 - 48 - 48 -

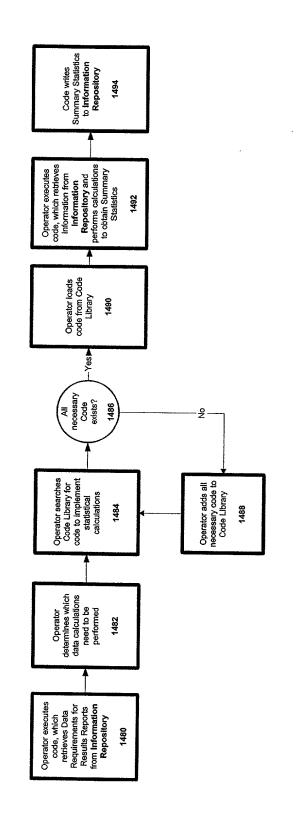
FIGURE 14B Class Breakdowns for Second Scenario

9	a	માં ના
\mathbf{B}_{26}	ď	
	Ŧ	
	ď	ના ન
\mathbf{B}_{25}	ď	•
	Ŧ	
:		ŧ
1		
	rd	-d -d -d
\mathbf{B}_{4}	Ωi	લાં
	41	
_		
	B	-d -d
$_3$	а	માં
	41	
_		
	В	4
\mathtt{B}_{2}	Д	માં લા
	41	
	ď	
\mathbf{B}_{1}	O.	ન્સ ના
	¥	
_	_	

FIGURE 14C Class Breakdowns for Third Scenario

.5	æ	
\mathbf{B}_{26}	Д	
	Ŧ	લેં લેં લે લેં લેં લેં લેં લેં લેં લેં લ
1		
	ъ	••
\mathbf{B}_{25}	ď	
	3	લ્લાં લ્લાં લ્લાં લ્લાં લ્લાં લા લાં લાં લાં લાં લાં લાં લાં લાં લ
:		:
	В	માં લો
${\rm B}_4$	Ъ	
	£	-dd
	æ	ન્સું ન્યું ન્સું ન્યું ન્યું ન્યું ન્યું ન્યું ન્યું ન્યુ
\mathbf{B}_{3}	Þ	
	4	44 44
·		
	ಶ	લાં
\mathbf{B}_2	а	
	Ŧ	•
	гö	લે લ લ લ લ લ લ લ લ લ લ લ લ લ લ લ લ લ લ
\mathbf{B}_{l}	Д	
	4	
•		

FIGURE 14D
Flowchart of the Statistics Summarizer



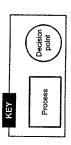
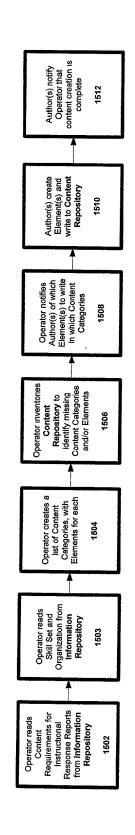


FIGURE 15
Flowchart of the Content Manager





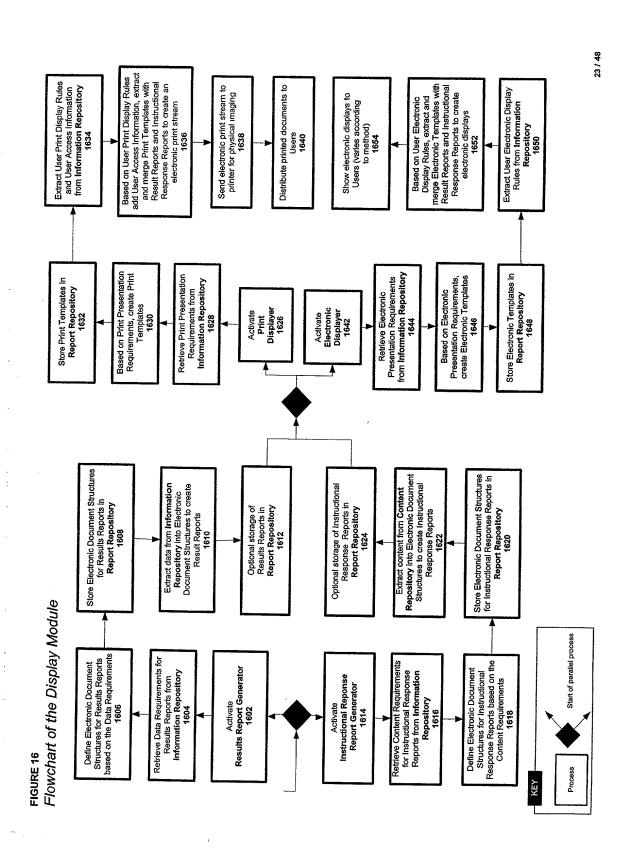
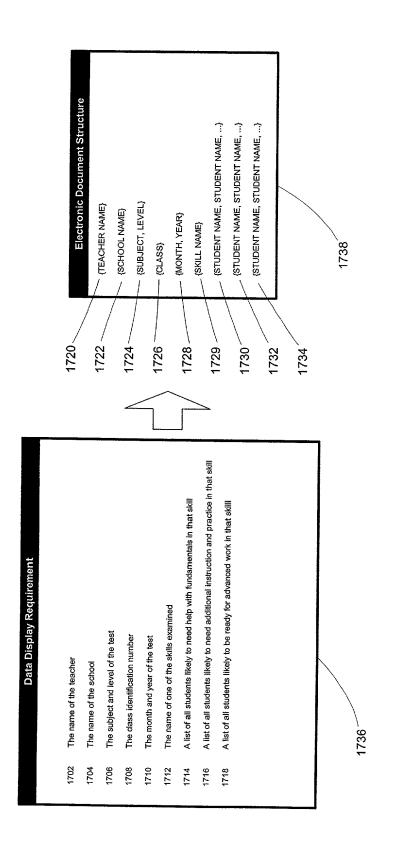


FIGURE 17
Diagrams of a Data Display Requirement and an Electronic Document Structure

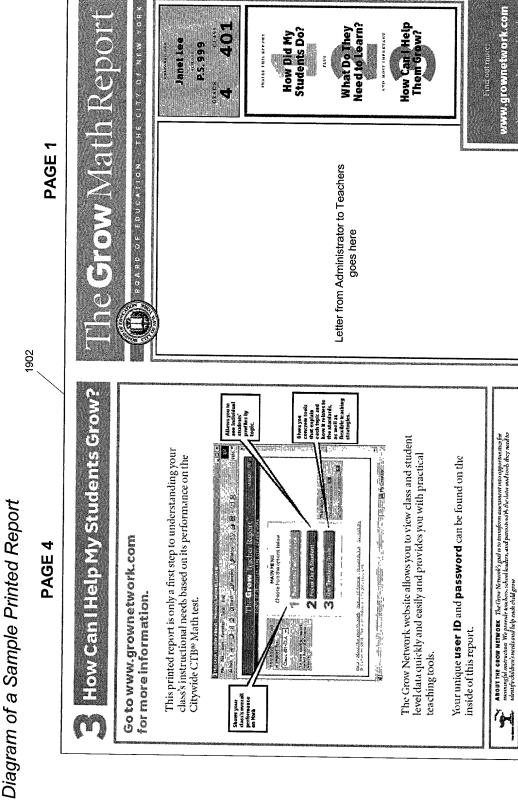


```
and effect, going easily easily effect, easily easily easily easily, effect, going going easily easi
```

<strategies>

```
<furcamentals>
   ctice>
     <introduction>
        If your students need some additional instruction and practice, you can try some of
           the activity ideas listed below.
     </ri>
   - <activ.ty>
      - <description>
          Ask students to think of a few situations in which they might want to add the same
             number over and over. Some ideas to get them started might be:
            <! stitem>counting the total number of wheels in a group of 8 cars<//istitem>
            <!stitem>counting the total number of keys on 5 calculators of the same
               type</listTtem>
            </ stitem>counting the total number of pencils in 10 boxes of pencils<//istItem>
          Then have them make up a word problem to go with each situation, and solve a
             few of these problems.
       </aescription>
     </activity>
   - <activ ty>
     - <aesar ption>
          Ask students to think of a few situations in which they might count things in
             arrays. Here are some arrays they might use.
            </stItem>seats on a bus</iistItem>
            </ stItem>windows on a building</listItem>
          few of these problems.
       </aescription>
     </activity>
     <activity>
     - <desar ption>
          Ask students to think of a few "times as many" situations. Here are some ideas to
             get them started.
            <| stitem>One store has 5 times as many customers as another store.
            </stitem>One team has 3 times as many points as another team.
            <| stitem>One car costs 4 times as much as another car.</listItem>
          Then have them make up a word problem to go with each situation, and solve a
             few of these problems.
       </description>
     </activity>
   <activity>
     - <description>
         Ask students to think of a few situations in which they might break a big group
            into smaller groups. Here are some ideas to get them started.
            <!.stItem>Spread 100 seeds evenly along 10 rows in the garden.</listItem>
           stitem>Split the class into 4 equal teams to play a game.
         Then have them make up a word problem to go with each situation, and solve a
            few of these problems.
       </description>
    </activity>
  </practice>
  <advanced>
</strategies>
```

FIGURE 19 (page 1 of 2)



401

Ħ

Janet Lee

P.S. 999

What Do They Need to Learn?

FLASS

How Can | Help Them Grow?

AND MOST IMPORTART

How Did My Students Do?

INVALD RIBI TURKI

Your personal passaged a side

s Ind die far lâtere is byt ference 'n biographicae de tocheran of the lamen form (sourcement). On sign of all first regensely formed in the constant of the c

a toma program

FIGURE 19 (page 2 of 2) Diagram of a Sample Printed Report

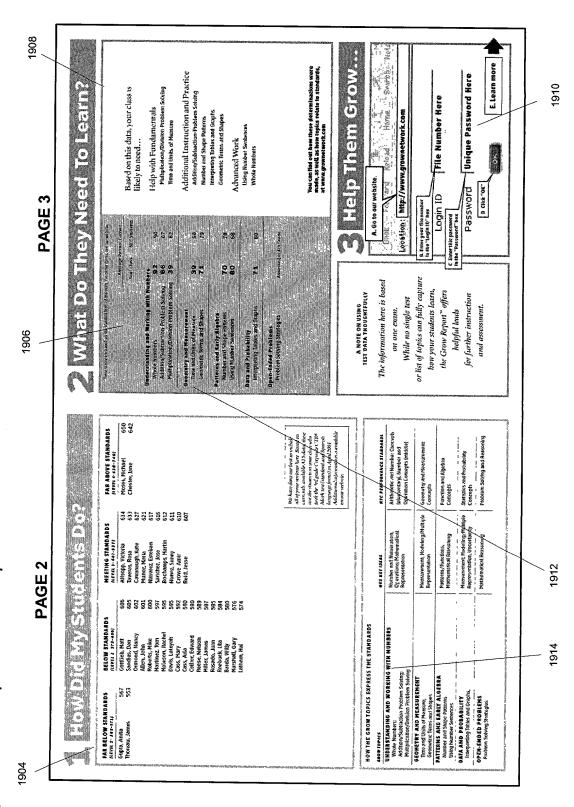
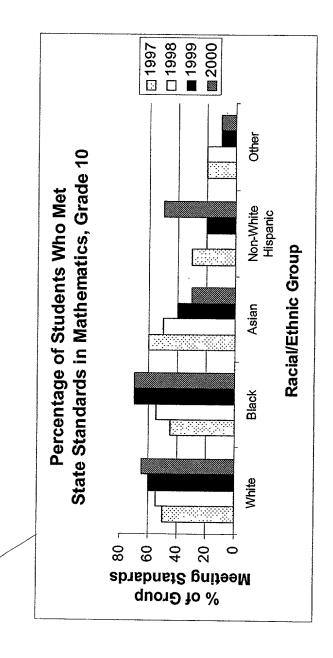


FIGURE 19A

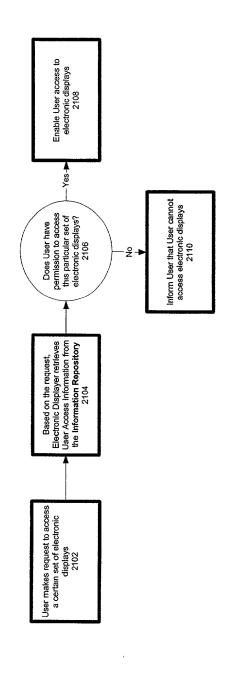
Diagram of a Complex Data Display in Print

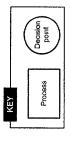
1952

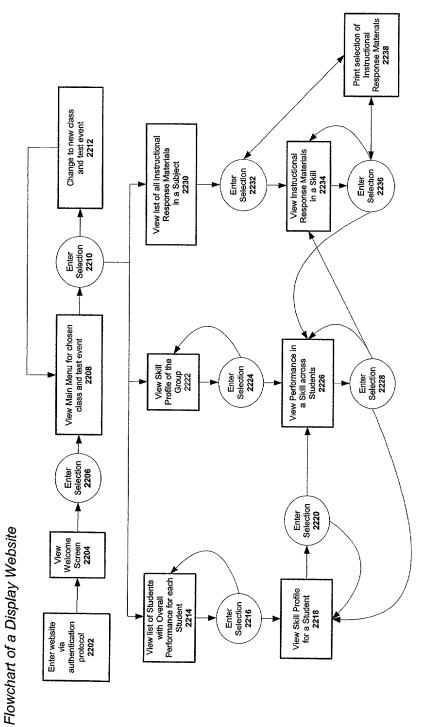


Potential Dropdown Menus Additional Subjects & Levels Likely to need Likely to be help with ready for fundamentals advanced work in this skill in this skill Additional Classes Additional Tests Jim Brown Michelle Smith Tony Thomas School: Abgeham Lingoln Elementary Subject & Level: 4th Grade Math Class: 401 Standardized test taken: January 1999 2014 2008 Likely to need help with fundamentals in this skill Tom Akers Sallie Baker Teacher: Jan/et Lee Electronic Display 2010 Link to instructional
Response Materials in that
Skill
(Goes to Skill-Specific
(Goes to Skill-Specific
Materials for that Subject &
Level) 2004 Performance Category (Goes to Skill-Specificl instructional Response Materials for that Subject, Level & Performance Category) Student Identifying Information for a Student (Goes to Skill Profile for that Student) Potential Hyperlinks Diagrams of a Results Report and an Electronic Display Abraham Lincoln Elementary Michelle Smith, Tony Smith Tom Akers, Sallie Baker Math, 4th Grade January 1999 Janet Lee Class 401 Jim Brown FIGURE 20 2002

FIGURE 21 Flowchart of the User Authentication Process







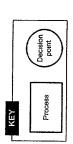
In addition to the finkages shown here, all "Enter Selection" decision points allow User to:

* Return to Wain Wenu .

* Go to help and general information screens

* Change user authentication information

* Log out



2302

Figure 23 Diagram of a "Welcome" Display

Figure 24 Diagram of a "Main Menu" Display

2402

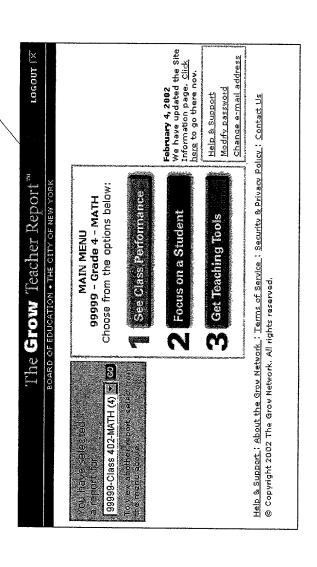
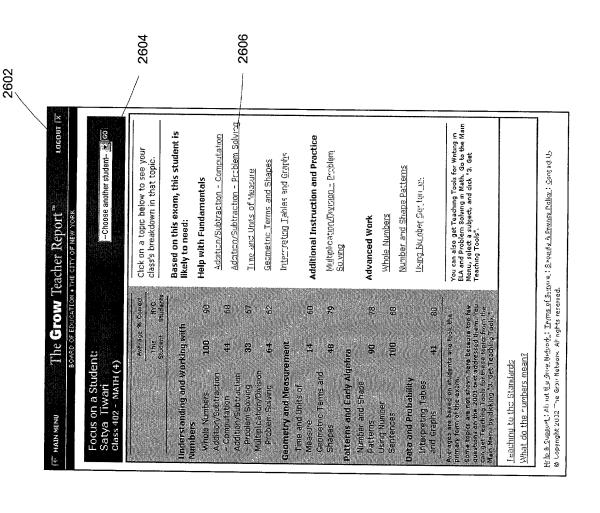


Figure 25 Diagram of a "Students' Overall Performance" Display

Select a student to see his or her performance by topic. Far Below Standards Standard	student to see his or her performance by topic. **With (4)** **Student to see his or her performance by topic.** **With (4)** **Lavel Two (572-666)** **Level Two (572-70)** **L	FOOTIS OF S	St. 1	The Group BOARD OF EDUCAT	TON	The Grow Teacher Report ** BOARD OF EDUCATION - THE CITY OF DESTYORK	ORK.	100901 (X		. 2504
### Below Standards Far Above ### Below Standards Class-571 Lavel Twe (572-566) Lavel Twee (607-63) Lavel Twe (607-63) ### Below Standards Classopher (607-63) Lavel Twe (607-63) #### S70 Supple_Adam 603 Razon Classopher (607 Margaret 644	### Below Standards	Class 402 - N	MATH	(4)		-See an	other c	lass & subject- 🔯 🗺		,
Santos, Heather See	www.disearcherids Bellow Standards Rear Above (572-666) Level Three (607-637) Level Three (607-637) Level Three (607-637) Level Three (607-637) Standards (608-740) Standards (608-740) Standards (608-740) Standards (608-740) Standards (608-740) Standards (608-740) Male (607-637) Ma	Select a stude	nt to	see his or her pa	arfor	mance by topic.				
atva 570 Supplea, Adam 603 Razon Christopher 620 Margaret 644 Santos 603 Walsh, Devun 616 Abargaret 644 Santos 600 Walsh, Devun 616 Abargaret 644 Mendoza 600 Rahman, Abdul 612 Abargaret 612 Mandoza 590 Li, Si-Mul 607 Abargaret 607 Alax Alax Abargaret 692 Li, Si-Mul 607 Abargaret 607 Randollous 592 Li, Si-Mul 607 Abargaret Abargaret 588 Abargaret Abargare	atyse 570 Supplea, Adam 603 Razon. Christopher 620 Margaret 644 Santos. 603 Walsh, Devun 616 Apargaret 644 Santos. 603 Walsh, Devun 616 Apargaret 644 Mendoza. 600 Rahman, Abdul 612 Apargaret 644 Mandoza. 690 Rahman, Abdul 612 Apargaret 644 Alax Alax Alax Aliansa. 612 Apargaret 607 Apargaret Apargaret 607 Apargaret Apargaret 607 Apargaret Apargaret 607 Apargaret	Far Below Standards Level One (385-57	ਜ਼	Below Standard Level Two (572-606)	* 5	Meets Stander Level Three (607-6:	* (%	Far Above Standards Level Four (638-740)		
Thomas. Christopher 620, Margaret 644	Thomas.		570		503			Desona.		
Malarksv. Don 616 Rahman, Abdul 612 Williams 612 Li. Si-Mu 607	Malarkéy, Don 616 Rahman, Abdul 612 Williams, 612 Li, Si-Mu 607	4	570	æ	503				/	
Vullams. Tanva Li, Si-Muu	Vallans. Tanva Li, Si-Mug				900		516			~ 2506
14. ST-Mu	тыйда тайда			723.	969	1. AUGUI	7 5			
Iran. Hung 592 Papadonolous. 592 Magdaline 592 Pangit. Helen 588 Castillo. 588 White. Brandy 585 Lukaziac. 585 Lukaziac. 585 Raubin. Mark 581 Santos. Heidee 581 Jones. Heather 573	Iran. Hung 592 Papadonolous. 592 Magdaline 592 Pangit. Helen 588 Castillo. 588 Whita. Brandy 585 Lukziac. 586 Reubin. Mark 591 Santos. Heather 591 Jones. Heather 573			mazov.	592		202		·	
Papadopolous. 592 Magdaline 592 Pangit, Helen 588 Castillo. 588 Whita, Brandy 585 Lukziac. 586 Asubin, Mark 581 Santos, Heidee 581 Jones, Heather 573	Papadopolous. 592 Magdaline 592 Pangit, Helen 588 Gastilo. 588 White, Brandy 585 Lukaziac. 585 Inpunaz 585 Reubin, Mark 581 Santos, Heather 573				392					
Panout, Helen 588 Castilo. 588 White, Brancy 585 Lukeziac. 585 Thomaz 585 Raubin, Mark 581 Santos, Heidee 581 Jones, Heather 573	Pangit, Helen 588 Castillo. 588 White, Brandy 585 Lukaziac. 585 Lukaziac. 585 Raubin, Mark 581 Santos, Heidee 581 Jones, Heather 573				192					
Gastulo. Blesida 588 White. Brandy 585 Lukaziac. Inomaz 585 Raubin. Mark 581 Santos. Heidee 581	Gastillo. Blesiida 588 White, Brandy 585 Lukariac. I Lukariac. Set Reubin, Mark 581 Santos, Heidee 581 Jones, Heather 573				88					
White_Brandy_585 Lukaziac, Thomaz 585 Reubin_Mark 581 Santos_Heidee 581 Jones_Heather 573	White, Brandy, 585 Lukazias, Ihomaz, 585 Reubin, Mark 581 Santos, Heidee 581 Jones, Heather 573				88					
Lukaziac. Thomaz 596 Reubin_Mark 581 Santos_Heidee 581	Lukazlac. Ihomaz 586 Raubin, Mark 581 Santos, Heidee 581 Jones, Heather 573				385					
Raubin, Mark 581 Santos, Heidee 581 Jones, Heather 573	Reubin, Mark 581 Santos, Heidee 581 Jones, Heather 573			`.at	82	,				
Santos, Leidee 581 Jones, Heather 573	Santos, <u>Peidee</u> 581 Jones, <u>Heather</u> 573				ᅜ					
Jones, Heather 573	Janes, Heather 573			Santos, Heidee 51	18					
				Jones, Heather 5	73					

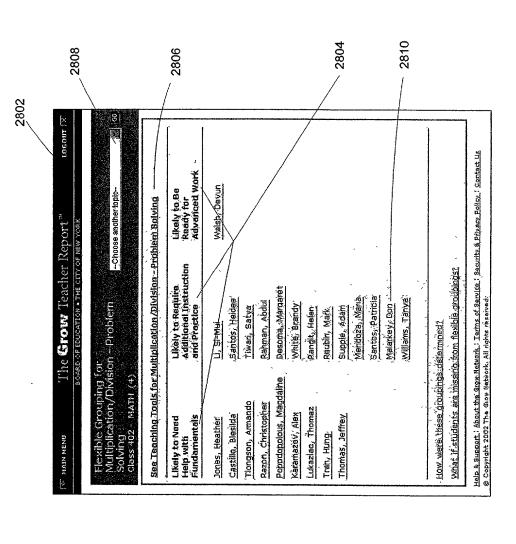
FIGURE 26 Diagram of a "Skill Profile of a Student" Display



of going doing rading which going great, and a county gives given, going, and a first great of the great of the great gr

FIGURE 27 Diagram of a "Skill Profile of a Group" Display

F MAINMENU The Grow Teacher Report BOARD OF EDUCATION THE CITY OF NEW YORK PERFORMANCE BY TOPIC SERVICE SERVICES AND MAIN (4)	Teacher Report " Losour FX 4. THE CITY OF NEW YORK See another class & subject	2704
Average % Comet. NYC This class students Understanding and Working with	Click on a topic below to see your class's breakdown in that topic. Based on this exam, students in your	
Numbers Whole Numbers 78	Help with Fundamentals	ļ
Araticon Salving 60 67 Multiplicaton/Division 55 59	Addition/Subtraction - Problem Solving Additional Instruction and Practice	~ 2706
Geometry and Measurement	Whole Numbers	
d Units of ic Terms and	Multiplication/Division - Problem Solving	
Shapes 80	Time and Units_of Measure	
nd Early Algebra and Shape	Using Number Sentences	
Hatterns 97. Eking Nimher	Advanced Work	
Sentences 88 86	Geometric Terms and Shapes	
Data and Probability Interpreting Tables and Graphs 85. 79	Number and Snape Patterns Interpreting Tables and Graphs	
Averages are based on students who took the printary form of the exam. Some topics are not kit shown here because too few questions on the 2001, test addressed them. You can get Teaching Tools for these vogics from the Main Manu by clicking "3" det Teaching Tools?	You can also get Taaching Tools for Writing in ELA and Problem Solving in Math, Go to the Main Manu, select a subject, and dick "3, Get Teaching Tools",	
Teaching to the Standards What do the numbers mean?		
Help & Support: About the Grow Network: Terms of Service; Securty & Privacy Policy; Contact Us © Copyright 2002 The Grov Network. All rights reserved.	uce. Security & Privacy Policy : Contact Us	



Addition/Subtraction - Computation

1. Facts and Computation

Addition/Subtraction - Problem Solving

- 1. Addition Situations
- 2. Subtraction Situations
- 3. Situations With a Twist

Fractions and Decimals

- 1. Understanding Fractions
- 2. Understanding Decimals
- 3. Ordering Fractions and Decimals

Geometric Terms and Shapes

- 1. Identifying and Imagining Shapes
- 2. Shapes That Look Alike
- 3. Moving Shapes Around

Interpreting Tables and Graphs

- 1. Interpreting Tables
- 2. Interpreting Graphs
- 3. Creating Tables and Graphs

Likely Outcomes

- 1. Talking about probability
- 2. Finding the probability
- 3. Counting the number of combinations

<u>Multiplication and Division - Problem</u> <u>Solving</u>

- 1. Multiplication Situations
- 2. Division Situations
- 3. What To Do With Remainders
- 4. "Increasing Over Time"
- 5. Situations With a Twist

Number and Shape Patterns

- 1. Exploring Sequences of Numbers
- 2. Exploring Sequences of Shapes
- 3. Exploring Geometric Patterns

Problem-Solving Strategies

- 1. Making a Plan
- 2. Carrying out the Plan
- 3. Putting it into Words

<u>Time and Units of Measure</u>

- 1. Basic Time and Money Skills
- 2. Clocks, Calendars, and Time
- 3. Units of Measure
- 4. Making Actual Measurements

Using Number Sentences

- 1. What is a Number Sentence?
- 2. Understanding Number Sentences
- 3. Number Sentences and Problem Solving

Whole Numbers

- 1. Place Value
- 2. Ordering Numbers
- 3. Rounding Numbers

206

. At along the artist that along the country that the artist that the country that are along the country that the country that

3002

Figure 30 Diagram of an "Instructional Tools" Display

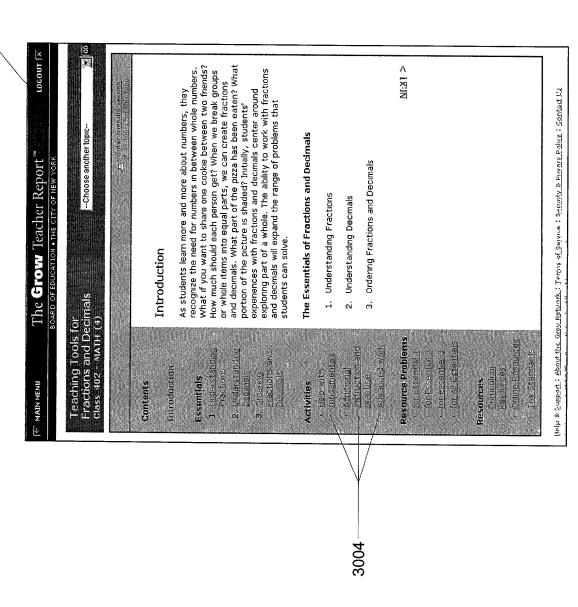


FIGURE 31 Diagram of Potential Hyperlinks in a Display Website

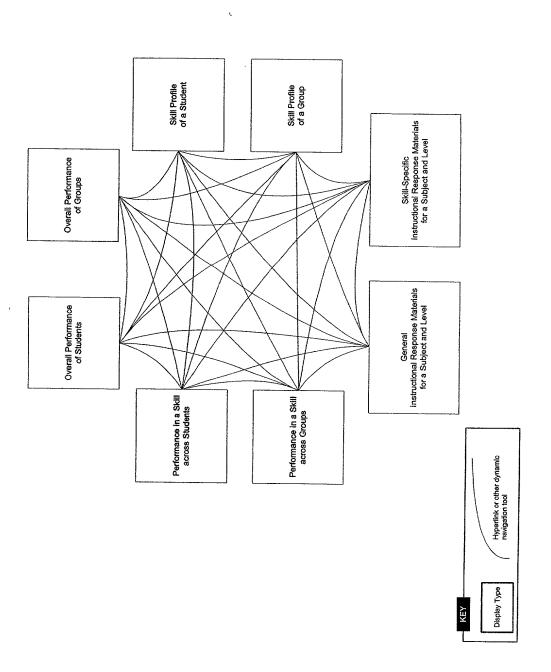
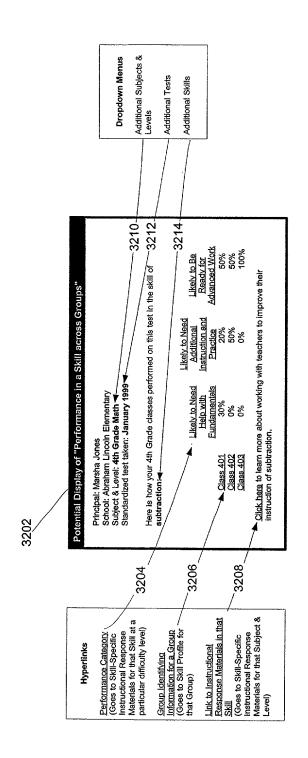
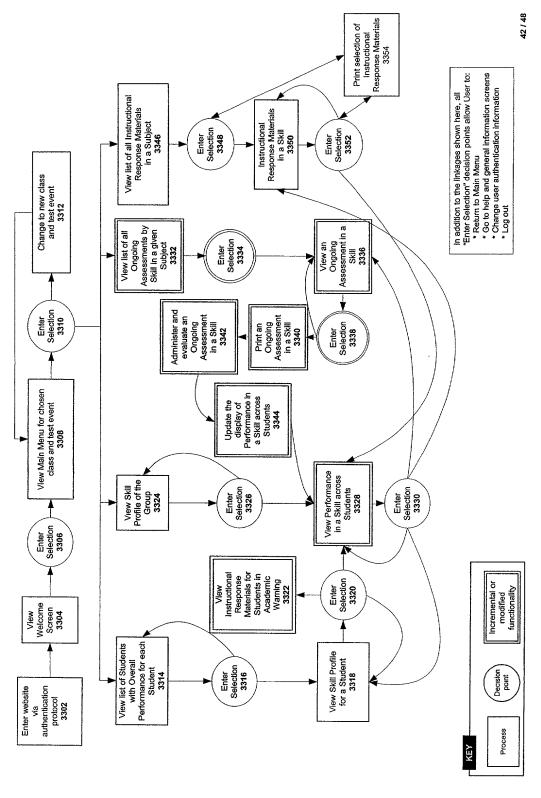


Diagram of a Potential Electronic Display of "Performance in a Skill across Groups" FIGURE 32

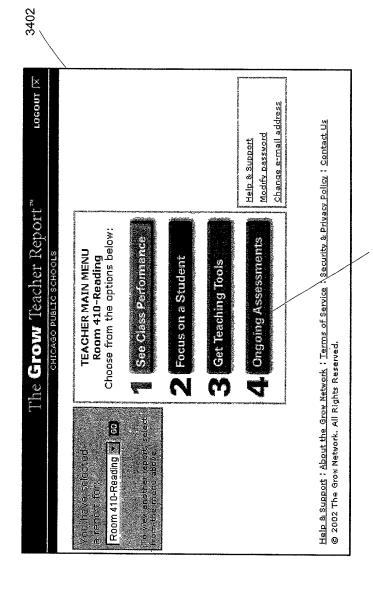


ғівике зз Flowchart of a Display Website with an Ongoing Assessment Component



3404

Diagram of a "Welcome" Display for a Website with an Ongoing Assessment Component FIGURE 34



with an Ongoing Assessment Component

Ongoing Assessments: Reading

Update Flexible Groupings

Contents

- Author's Purpose Cause and Effect
- Character
- Fact and Opinion
- Genre and Literary Terms
- Main Idea and Theme
- Predicting Outcomes
- Sequence
- Setting
- Words and Phrases in Context

What are Ongoing Assessments?

The Grow Network's Ongoing Assessments in Reading are a good way to "take the pulse" of your class in important topic areas. You can give an Ongoing Assessment at the start of a unit, at the end of a unit, or whenever you want to find out quickly "where your class stands" in any given area.

When you finish grading an Ongoing Assessment for any given student in your class, you can update the student's Flexible Grouping information in your Grow Report Online.

Format of Ongoing Assessments

Ongoing Assessments include sample questions, an answer sheet, and a teacher reference guide with scoring suggestions.

Each Ongoing Assessment in Reading is made up of two multiple choice and two short answer questions. These questions are chosen to test your students' ability to comprehend key details from a brief reading passage.

Ongoing Assessments are designed to be easy to grade. Scoring on the multiple choice questions is always 1 point for a correct answer and 0 points for an incorrect answer. Scoring on the short answer questions is 2 points for a correct response, 1 point for a partially correct response, and 0 points for an incorrect response.

Here is a suggested way to update the Flexible Groupings in your Grow Report Online, based on how your students perform on the Ongoing Assessment:

- 0-1 points Fundamentals column
- 2-4 points Practice column
- 5-6 points Advanced Work column

Help & Support: About the Grow Network: Terms of Service: Security & Privacy Policy: Contact Us © 2002 The Grow Network. All Rights Reserved.

FIGURE 36

Diagram of a "Performance in a Skill across Students" Display for a Website with an Ongoing Assessment Component

	F MAIN MENU Th	The Grow Teacher Report"	OOTT" LOGOUT (X	3602
	Flexible Grouping for Character Room 410 - Reading		Choose another topic-	
	See Teaching Tools for Character	1313Clet		
	Ongoing Assessments in this topic	this topic		
3604	Hexible Groupings for ISAT 2002			
	Likely to Need Help with Fundamentals	Likely to Require Additional Instruction and Practice	Likely to Be Ready for Advanced Work	
3606	Allen, John	Allsopp, Victoria	Cavanaugh, Kate	
	Barda, Willy	Bochamps, Martin	Collier, Edward	
	Cass, Arla	Chester, Jane	Munoz, Mana	
	Cass, Mary	Crowe, Amir	Reid, Jesse	
	Davis, Latoyah	Gottlieb, Matt	Taveras, Rosa	
	Gupta, Anita	Marshall, Gary		
	Latham, Hal	Martinez, Tom	tanké adaman hijo, d	
	Miller, James	Moleson, Rachel		
	Navarez, Esteban	Moss, Michael		
	Nunez, Sunny	Ormond, Nancy		
	Roebuck, Lila	Reese, Nelson		
	Rosado, Juan	Roberts, Mike		
	Sanchez, Jose			
	Sandies, Dan			
	Thoreau, James			
	Help & Support: About the Grow Network: Terr @ 2002 The Grow Network, All Rights Reserved.	Help & Support: About the Grow Network: Terms of Service: Security & Privacy Policy; Contact Us © 2002 The Grow Network, All Rights Reserved.	Privacy Policy: Contact Us	

FIGURE 37
Diagram of an "Update Student Skill Assignments" Display for a Website with an Ongoing Assessment Component

3702

order to move a student to a					
lick the circle under the approp ach student, Then click "Submi	t" at the bottor	\$ brown	original posi felp With Fu	- A 1	als .
f the page. To start over with t alues, click "Reset."	the previous	8. 's .	Additional In Advanced W		and Practice
		(letiveer men. N	i t neresississemente
ource of Information Ongoing Ass	55331151105	a arm	ortnandis v ore sneet	zraion	
			F	Р	A
Allen, John 스타.		d ,	6		c°,
Allsopp, Victoria	,		``C	6	C
Barda, Willy			6	C	C
Bochamps, Martin			C	e.	c '
Cass, Arla	**	*	·e	, c	idr.
Cass, Mary			e Season	r	ا خ ا
Cavanaugh, Kate		*	r .	, c ¹ .	6
Chester, Jane	, hy	2	5	6	1
Collier, Edward	•		^	٠. ٢	6
Crowe, Amir	^ 3	>9	C	6	-) C
Davis, Latoyah	(1) (1)		6	, C	C 1
Gottlieb, Matt	12.4			C	· c .
Gûpta, Anita			16	رسيسا السيسا	c
Lathami, Hal			6	Ċ	Č
Marshall, Gary			c	6	٠.
Martinez, Tom		f (Ċ	(e)	ć
Miller, James			6	c	, C
Moleson, Rachel	, ,		· c ·	: [6]	c ·
Moss, Michael	, · · · · · ·	٠,	: ~	6	Č
Munoz, Mana	 	**	, ^	C .	6)
Navarez, Esteban		e	, 1	~	C
Nunez, Sunny			100	Ċ	· ·
,	*	5,411	, L.		· · · · ·
Ormond, Nancy		, ,	, ·	,	_,3G)
Reese, Nelson Moleson, Rachel			,-	6	
Moss, Michael		* .	~ '	*****	
Munoz, Mana		ś	, , • ¹ نخر	· Ľ	c
				. 1. "	· · · · · · · ·
Navarez, Esteban			· [6]	ا م	را تا الله السائد الله
Nunez, Sunny	, ichini		C .	,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,	ار الله الله الله الله الله الله الله ال
Ormand, Nancy	- 65 9- 1		∌C .	€.	i,
Reese, Nelson			· . L	€.	~
Reid, Jesse	,,,,	,	٠.	° (
Roberts, Mike	•	*	C	e l	.C.
Roebuck, Lila	ε		Č.	,c :	_, r ^
Rosado, Juan	*	,,,	e	ŗ	Ç
Sanchez, Jose			, 6	٠ ٣	C , 1
Sandies, Dan	4		•	, r ,	OF STREET
Taveras, Rosa			, C:	Ċ.	۴
Thoreau, James			·6	C	C

FLA

£21 Runt Hadi EQ.

3806

- 1. The correct answer is (b), dedicated
- 3 For sample responses, see Teacher Reference Guide below
- 4 For sample responses, see Teacher Reference Guide below
 - O Points = no answer or both parts of question incorrect
 - Point = one part of question correct
 Points = both parts of question correct

TOTAL SCORE

Here is a suggested way to update the Flexible Groupings in your Grow Report Online, based on a student's total score on the Ongoing Assessment

- 0-1 points Fundamentals column 2-4 points Practice column 5-6 points Advanced Work column

FIGURE 39

Diagram of a "Focus on a Student" Display for a Website with an Ongoing Assessment Component

Anita Gupta Room 410 - Reading This student scored in the Academic Warning level in Reading. For additional resources to identify Anita's difficulties, visit "Primary Assessment Tools".		\
This student scored in the Academic Wa i resources to identify Anita's difficulties, vi	Choose another student 蓋『呵	
	ning level in Reading. For additional sit " <u>Primary Assessment Tools"</u> .	
1 0	Click on a topic below to see your class's breakdown in that topic.	
Student Students Tools and Techniques	Based on this information, Anita Gupta is likely to need	3904
Stated Information 91 83	Help with Fundamentals	
Words and Phrases 89 84	Main Idea and Theme	
Genre and Literary 91 97	Character	
Bringing Texts to Life	Fact and Opinion	
Sequence 67 62	Author's Purpose	
Ta Harris	Setting	
Character 45 54	Cause and Effect	
Evaluating Evidence Fact and Opinion 60 60	Predicting Outcomes	
Cause and Effect 73 75	Additional Instruction and Practice	
Overall Meaning	acinence	
Main Idea and Theme 40 50	Stated Information	
urpose 47	Advanced Work	
Predicting Outcomes 53 63	Genre and Literary Terms	
	Words and Phrases	